1. BASIC DETAILS

Course	Audiovisual Technology
Degree	Bachelor's Degree in Audiovisual Communication
School/Faculty	Social and Communication Sciences
Year	YEAR 1
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery Mode	On campus
Semester	First semester
Academic Year	24-25
Tutor	SILVIA CARRASCO ARANCIBIA

2. INTRODUCTION

Audiovisual Technology is a core course which focuses on the use of the necessary tools to produce audiovisual pieces in both the capturing and recording phase. The use of new video technology is essential to this subject. The foundations will be laid here to produce video pieces in other courses of the bachelor's degree.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by their acronym in Spanish):

- CB2 - Students can apply their knowledge to their work or vocation in a professional manner andpossess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.

- CB4 - Students can communicate information, ideas, problems and solutions to both specialistand non-specialist audiences.

- CB5 - Students have developed the learning skills necessary to undertake further study in a muchmore independent manner.

Transversal skills (CT, by their acronym in Spanish):

- CT2 - Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt.

- CT3 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

- CT4 - Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.

- CT5 - Analysis and problem-solving: Be able to critically assess information, break down complex situations, identify patterns and consider different alternatives, approaches and perspectives to find the best solutions and effective negotiations.

- CT6 - Adapting to change: Be able to accept, consider and integrate different perspectives, adapting your own approach as required by the situation at hand, and to work effectively in ambiguous situations.

- CT8 - Entrepreneurial spirit: Ability to take on and carry out activities that generate new opportunities, foresee problems or lead to improvements.

- CT9 - Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

Specific skills (CE, by their acronym in Spanish):

- CE25 - Ability to describe the processes involved in the use of technology, estimate the resources required to efficiently design a communication product and defend the proposal made.

- CE26 - Ability to identify and criticize the procedures established in the use of technology, as well as plan the way in which it should be used.

- CE27 - Ability to use communication technology appropriately, discovering new uses of existing communication technology and predicting its ephemeral nature to be updated.

Learning outcomes (RA, by their acronym in Spanish):

- RA1. Basic use of technical video capturing systems.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB2, CB5, CT1, CT3, CT13, CT17, CT18, CE3, CE6, CE7, CE8, CE9, CE10, CE14, CE15, CE18, CE19, CE21, CE22, CG2, CG3, CG4, CG5.	**RA1.** Basic use of technical video capturing systems.

4. CONTENTS

The main content of the Audiovisual Technology course includes the use of the necessary tools to produce audiovisual pieces in both the capturing and recording phase of image and audio.

The use of new video technology and additional accessories is essential to this subject.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture/online conference
- Case studies
- Project-based learning
- Learning based on workshop teaching

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:
On-campus:

Learning activity	Number of hours
Lectures	20
Asynchronous lectures	10
Group tutorials	10
Independent working	20
Workshops and/or laboratory work	40
Research (scientific/case studies) and Projects	50
TOTAL	**150**

7.ASSESSMENT

The assessment methods, plus their weighing in the final grade for the course, are as follows:

On-campus:

Assessment system	Weighting
On-campus knowledge tests	20.0
Laboratory work	40.0
Portfolio of learning	25.0
Performance observation	15.0

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1 Ordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

7.2 Extraordinary call

To pass the subject in the ordinary session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary that you obtain a grade greater than or equal to 4.0 in the final   test, so that it can average with the rest of the activities.

Activities that have not been passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

8.SCHEDULE

This section indicates the schedule with deadlines for assessable activities on the subject:

Assessable activities	Date
Activity 1	Week 1,2,3
Activity 2	Week 5
Activity 3	Week 6,7.8
Activity 4	Week 9,10,11
Activity 5	Week 18,19

This schedule may be modified for logistical reasons. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

Literature search is part of students' independent work. Lecturers may offer students guidance in this search.

The bibliography below is also recommended:

- Armenteros, M. & Utray, F. (2013). La Señal de Vídeo. Madrid: E-Archivos Universidad Carlos III de Madrid.
- Barroso García, J. (1996). Realización de los géneros televisivos. Madrid: Síntesis. Bestard Luciano, M. (2011). Realización audiovisual. Barcelona: Editorial UOC. Bustos, M. (2010). Qué es la televisión hd y qué características tiene.
- Carlson, S., & Gutiérrez de Frutos, D. (2000). Manual profesional de cámara. Madrid: Instituto Oficial de Radio y Televisión.
- Cebrián Herreros, M. (1992). Géneros informativos audiovisuales: Radio, televisión, periodismo gráfico, cine, video. Madrid: Ciencia 3 Distribución.
- Elkins, D. E. (2012). El manual del ayudante de cámara (2a ed.). Andoain Guipúzcoa: Escuela de Cine y Vídeo.
- Küppers, H., & Faber-Kaiser, M. (2002). Fundamentos de la teoría de los colores. México: Gustavo Gili.
- Mcgrath, D. (2001). Montaje & posproducción. Barcelona: Océano. Millerson, G. (2001). Realización y producción en televisión. Madrid: IORTV
- Muñoz, A. V. (2012). Principios de color y holopintura Editorial Club Universitario. Musburger, R. B., & Sainz, M. Á. (2001). Producción en vídeo con una cámara. Madrid: IORTV.
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  Televisión en HD.Nicolás, F.R. (2000): Colorimetría, IORTV, Madrid.
- Ohanian, T.A. (1996) Edición digital no lineal. Madrid: IORTVE.
- Oliva, L., & Sitjá, X. (2007). Las noticias en radio y televisión: Periodismo audiovisual en el siglo
- XXI. Barcelona: Omega.
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- Parramón, J. M. (1988). Teoría y práctica del color Parramón Ediciones, SA.
- Prosper Ribes, J., & López Catalán, C. J. (1998). Elaboración de noticias y reportajes audiovisuales. Valencia: Fundación Universitaria San Pablo C.E.U.
- Raimondo Souto, H. M. (2003). Manual del cámara de cine y vídeo. Madrid: Cátedra. Ray, S. F. (1993). Las lentes y sus aplicaciones Escuela de Cine y Video.
- Río Reynaga, J. D. (1991). Teoría y práctica de los géneros periodísticos informativos. Mexico: Diana.
- Ruiz, F. T. (2000). Sistemas audiovisuales. Edicions UPC.
- Thompson, R. (2001) Manual de montaje: gramática del montaje cinematográfico. Madrid: Plot. Tornquist, J. (2008). Color y luz: Teoría y práctica Gustavo Gili.
- Ward, P. (1997) Composición de la imagen en cine y televisión, Madrid: IORTV. Ward, P. (2002). Cámara de vídeo digital. Andoain: Escuela de Cine y Vídeo.
- Watkinson, J. (1996) Compresión en audio y vídeo. Madrid: IORTV.
- Wootton, C. (2006). Compresión de audio y vídeo. Madrid: Anaya Multimedia.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer accompaniment to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students the following:

1. Accompaniment and follow-up through the realization of personalized advice and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, for those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree.

Students in need of educational support can write to us
 at: orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in satisfaction surveys to identify strengthsand areas for improvement in the teaching staff, the degree and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via email.Your

assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.